



## Commissioner's Advisory Group Agenda

March 13, 2019

2:00 p.m. – 4:00 p.m.

Nebraska Council of School Administrators

455 S 11th Street, Suite A, Lincoln

ZOOM: <https://zoom.us/j/265851481>

One tap mobile: +16699006833,,265851481# US

Phone: +1 669 900 6833 US

Meeting ID: 265 851 481

### Welcome and Introductions

#### State Board

- New Board members
- District Representatives

### Legislative Actions

#### NDE Budget Update

- Appropriations Hearing

#### Assessment

- Update

#### Accountability and Classification (AQuESTT)

- Annual Classification Timeline
- EBA

#### Rule 10

- Review Timeline
- History (handout)



## NEBRASKA STATE BOARD OF EDUCATION

The State Board of Education is an elected, constitutional body that sets policy and ensures that the State Department of Education functions effectively within the framework developed by the state legislature and the board. By law, the board and the department have broad leadership functions to carry out certain regulatory and service activities.

The board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms. Board members are not paid, but are reimbursed for their expenses.



**Matthew L. Blomstedt, Ph.D.**  
**Commissioner of Education**

P.O. Box 94987  
Lincoln, NE 68509-4987  
(402) 471-5020

[matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)

Dr. Blomstedt began serving as  
Nebraska Commissioner of Education  
on January 2, 2014



**John Witzel**  
**President**  
**District 4**

905 Edgewood Boulevard  
Papillion, NE 68046  
(402) 597-1175

[john.witzel@nebraska.gov](mailto:john.witzel@nebraska.gov)

Elected to State Board of Education - 2016



**Maureen Nickels**  
**Vice President**  
**District 6**

1275 10th Road  
Chapman, NE 68827  
(308) 986-2462

[maureen.nickels@nebraska.gov](mailto:maureen.nickels@nebraska.gov)

Elected to State Board of Education - 2018



**Patsy Koch Johns**  
District 1

441 Cottonwood Drive  
Lincoln, NE 68510  
(402) 416-3374

[patsy.kochjohns@nebraska.gov](mailto:patsy.kochjohns@nebraska.gov)

Elected to State Board of Education - 2016



**Lisa Fricke**  
District 2

13584 Margo Street  
Omaha, NE 68138

[lisa.fricke@nebraska.gov](mailto:lisa.fricke@nebraska.gov)

Elected to State Board of Education - 2016



**Rachel Wise**  
District 3

1480 County Road J  
Oakland, NE 68045  
(402) 380-3031

[rachel.wise@nebraska.gov](mailto:rachel.wise@nebraska.gov)

Elected to State Board of Education - 2016



**Patricia Timm**  
District 5

1020 North 21st Street  
Beatrice, NE 68310  
(402) 228-4054

[patriciatimm04@gmail.com](mailto:patriciatimm04@gmail.com)

Elected to State Board of Education - 2018



**Robin Stevens**  
District 7

2220 Avenue H  
Gothenburg, NE 69138  
(402) 615-4095

[robin.stevens@nebraska.gov](mailto:robin.stevens@nebraska.gov)

Elected to State Board of Education - 2018



**Deborah Neary**  
District 8

301 Centennial Mall South, 6th Floor  
Lincoln, NE 68509-4987  
(402) 215-9139

[deborah.neary@nebraska.gov](mailto:deborah.neary@nebraska.gov)

Elected to State Board of Education - 2018



**Maureen Nickels**  
**Vice President,**  
**District 6**



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**Deborah Neary**  
**District 8**

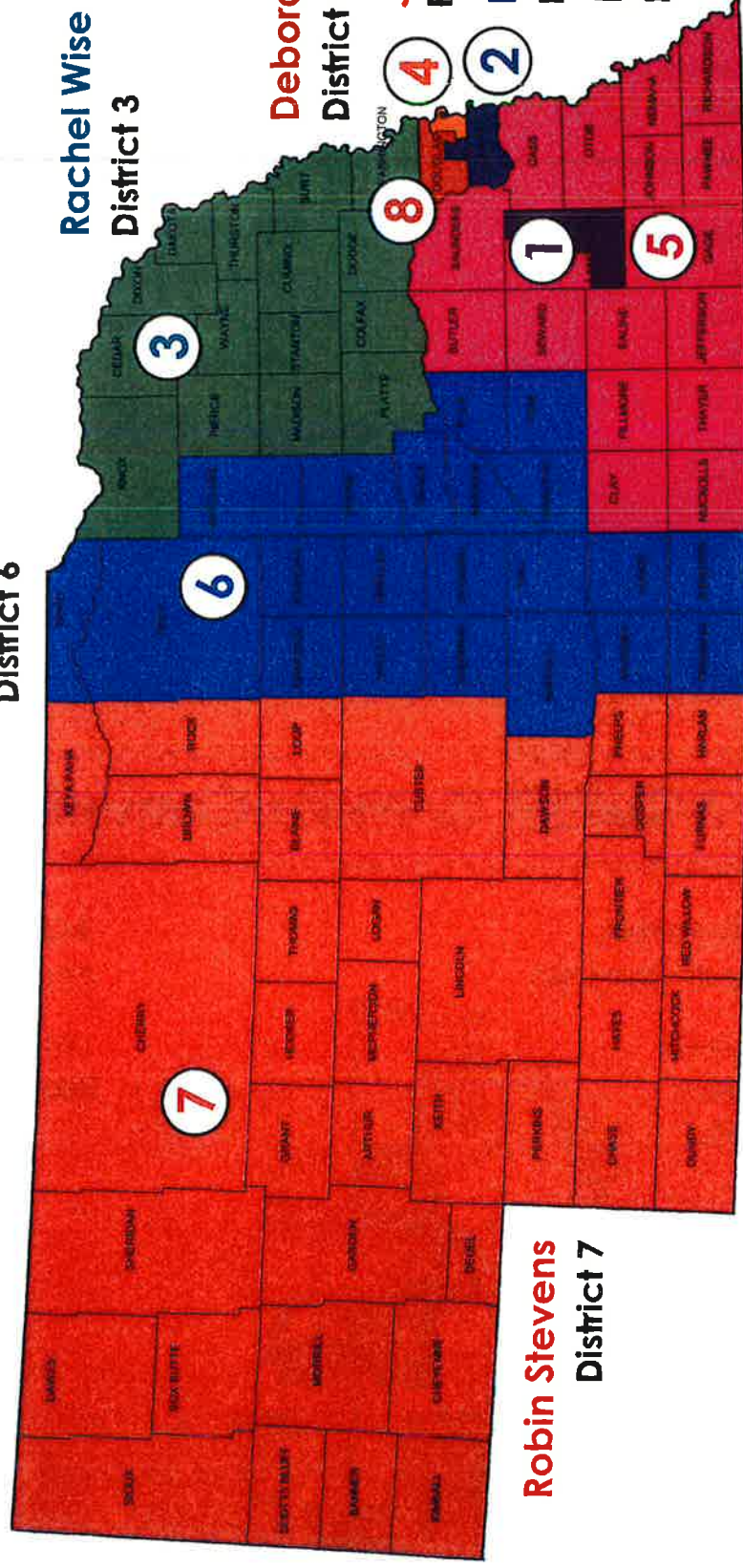
**John Witzel**  
**President, Di**

**Lisa Fricke**  
**District 2**

**Patsy Koch Johns**  
**District 1**

**Robin Stevens**  
**District 7**

**Patricia Timm**  
**District 5**



# 2019 Nebraska State Board of Education Committee Appointments

## Standing Committees

### Budget and Finance

**Chair:** *John Witzel*

**Members:** Deborah Neary  
Robin Stevens  
Patricia Timm

### Policy

**Chair:** *Patricia Timm*

**Members:** Deborah Neary  
Rachel Wise  
John Witzel

### Commissioner's Appraisal

**Chair:** *Patricia Timm*

**Members:** Robin Stevens  
Rachel Wise  
John Witzel

### Strategic Planning, Performance, and Improvement

**Chair:** *Rachel Wise*

**Members:** Lisa Fricke  
Patsy Koch Johns  
Maureen Nickels

### Legislative

**Chair:** *Maureen Nickels*

**Members:** Lisa Fricke  
Patsy Koch Johns  
Robin Stevens

## AQuESTT Domain Committees

### AQuESTT Student Success, Access, and Support Domain

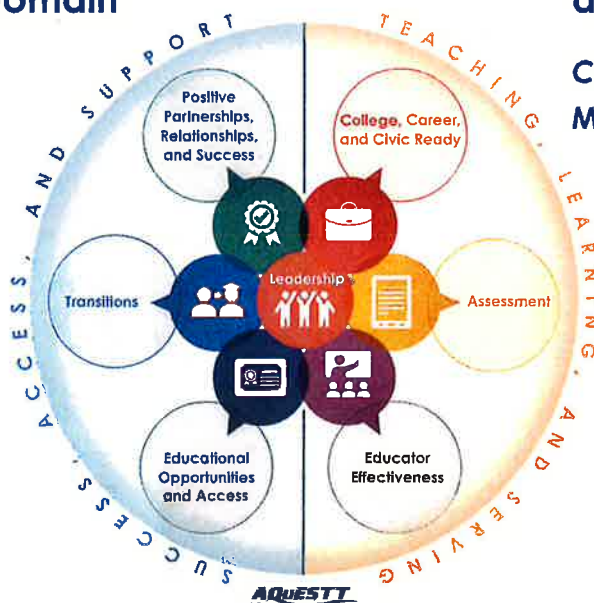
**Chair:** *Patsy Koch Johns*

**Members:** Deborah Neary  
Robin Stevens  
John Witzel

### AQuESTT Teaching, Learning, and Serving Domain

**Chair:** *Lisa Fricke*

**Members:** Maureen Nickels  
Patricia Timm  
Rachel Wise



Commissioner's Advisory Group - Membership

Name	Representing	E-mail	State Board District
John Skretta	Norris	<a href="mailto:John.skretta@nsdtitans.org">John.skretta@nsdtitans.org</a>	1
Ryan Terwilliger	Malcolm	<a href="mailto:Ryan.terwilliger@mps148.org">Ryan.terwilliger@mps148.org</a>	1
Steve Joel	Lincoln	<a href="mailto:sjoel@lps.org">sjoel@lps.org</a>	1
Brett Richards	Springfield-Plainview	<a href="mailto:brichards@springfieldplatteview.org">brichards@springfieldplatteview.org</a>	2
James Sutfin	Millard	<a href="mailto:jsutfin@mpsomaha.org">jsutfin@mpsomaha.org</a>	2
Kevin Riley	Gretna	<a href="mailto:kriley@gpsne.org">kriley@gpsne.org</a>	2
Chad Boyer	Wisner-Pilger	<a href="mailto:cboyer@igators.org">cboyer@igators.org</a>	3
Randy Gilson	Blair	<a href="mailto:Randy.gilson@blairschools.org">Randy.gilson@blairschools.org</a>	3
Todd Strom	South Sioux City	<a href="mailto:Todd.strom@ssccards.org">Todd.strom@ssccards.org</a>	3
Andrew Rikli	Papillion LaVista	<a href="mailto:arikli@paplv.org">arikli@paplv.org</a>	4
Cheryl Logan	Omaha	<a href="mailto:Cheryl.logan@ops.org">Cheryl.logan@ops.org</a>	4
Jeff Rippe	Bellevue	<a href="mailto:Jeff.rippe@bpsne.net">Jeff.rippe@bpsne.net</a>	4
Jason Alexander	Beatrice	<a href="mailto:jalexander@bpsnebr.org">jalexander@bpsnebr.org</a>	5
Richard Hasty	Plattsmouth	<a href="mailto:rhasty@pcsd.org">rhasty@pcsd.org</a>	5
Stephen Grizzle	Fairbury	<a href="mailto:sgrizzle@fairburyjeffs.org">sgrizzle@fairburyjeffs.org</a>	5
James Widdifield	Minden	<a href="mailto:James.widdifield@mindenwhippets.org">James.widdifield@mindenwhippets.org</a>	6
Mike Lucas	York	<a href="mailto:Mike.lucas@yorkdukes.org">Mike.lucas@yorkdukes.org</a>	6
Tawana Grover	Grand Island	<a href="mailto:tgrover@gips.org">tgrover@gips.org</a>	6
Vern Fisher	Gibbon	<a href="mailto:Vern.fisher@gibbonpublic.org">Vern.fisher@gibbonpublic.org</a>	6
Bob Hastings	Gering	<a href="mailto:bhastings@geringschools.net">bhastings@geringschools.net</a>	7
Caroline Winchester	Chadron	<a href="mailto:Caroline.winchester@chadronschools.net">Caroline.winchester@chadronschools.net</a>	7
Ron Hanson	North Platte	<a href="mailto:rhanson@nppsd.org">rhanson@nppsd.org</a>	7
Bary Habrock	Elkhorn	<a href="mailto:bhabrock@epsne.org">bhabrock@epsne.org</a>	8
Blane McCann	Westside	<a href="mailto:Mccann.blane@westside66.net">Mccann.blane@westside66.net</a>	8
Terry Haack	Bennington	<a href="mailto:thaack@bennps.org">thaack@bennps.org</a>	8

Name	Representing	E-mail	
Matthew Blomstedt	NDE	<a href="mailto:Matt.blomstedt@nebraska.gov">Matt.blomstedt@nebraska.gov</a>	
Dave Ludwig	ESUCC	<a href="mailto:dludwig@esucc.org">dludwig@esucc.org</a>	
Jack Moles	NRCSA	<a href="mailto:jmoles@nrca.net">jmoles@nrca.net</a>	
Melissa Wheelock	ESU 10	<a href="mailto:mwheelock@esu10.org">mwheelock@esu10.org</a>	
Mike Dulaney	NCSA	<a href="mailto:mike@ncsa.org">mike@ncsa.org</a>	
Rob Winter	GNSA	<a href="mailto:robwinter@gmail.com">robwinter@gmail.com</a>	
Ryan Foor	NDE	<a href="mailto:Ryan.foor@nebraska.gov">Ryan.foor@nebraska.gov</a>	

**STATE BOARD OF EDUCATION**  
**2019 Legislative Session**  
**106<sup>th</sup> Legislature, First Session**

**Bill Positions February 7, 2019**

- LB 66 (Senator M. Hansen)** -- Provide for an early childhood element in a comprehensive plan developed by a city  
*On February 7, 2019, the State Board voted to Support.*
- LB 115 (Senator Blood)** -- Change provisions related to enrollment of children of members of the military  
*On February 7, 2019, the State Board voted to Support.*
- LB 120 (Senator Crawford)** -- Require teacher and school staff to receive training on behavioral and mental health  
*On February 7, 2019, the State Board voted to Support.*
- LB 122 (Senator Crawford)** -- Change postsecondary residency requirements for veterans, family members, and other qualified persons  
*On February 7, 2019, the State Board voted to Support.*
- LB 160 (Senator Quick)** -- Redefine terms under the Local Option Municipal Economic Development Act to include early childhood infrastructure development and quality early childhood care and education programs for certain cities and villages  
*On February 7, 2019, the State Board voted to Support.*
- LB 161 (Senator Erdman)** -- Eliminate learning communities  
*On February 7, 2019, the State Board voted to Oppose.*
- LB 226 (Senator Quick)** -- State intent relating to appropriations for the Youth Rehabilitation and Treatment Center-Kearney and the Youth Rehabilitation and Treatment Center-Geneva  
*On February 7, 2019, the State Board voted to Support.*
- LB 251 (Senator Walz)** -- Adopt the Child Hunger and Workforce Readiness Act (Eliminate cost for reduced-price lunch and breakfast to students in public schools that are determined eligible for reduced-price meals through the National School Lunch Program.)  
*On February 7, 2019, the State Board voted to Support.*
- LB 327 (Senator Bolz)** -- State intent to appropriate funds for an increase in rates paid to behavioral health service  
*On February 7, 2019, the State Board voted to Support.*
- LB 346 (Senator Wishart)** -- Change special education reimbursements  
*On February 7, 2019, the State Board voted to Support.*
- LB 399 (Senator Slama)** -- Change the name and provisions related to the committee on Americanism  
*On February 7, 2019, the State Board voted to Oppose.*
- LB 568 (Senator Morfeld)** -- Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds  
*On February 7, 2019, the State Board voted to Support.*
- LB 570 (Senator Walz)** -- Change provisions relating to an advisory committee and a strategic plan for services for persons with disabilities  
*On February 7, 2019, the State Board voted to Support.*

**STATE BOARD OF EDUCATION**  
**2019 Legislative Session**  
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# STATE BOARD OF EDUCATION

March 7, 2019

2019 Legislative Session

Status – March 5, 2019

- LB 66 (Senator M. Hansen)** -- Provide for an early childhood element in a comprehensive plan developed by a city  
*General File*  
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- LB 115 (Senator Blood)** -- Change provisions related to enrollment of children of members of the military  
*Presented to Governor*  
*On February 7, 2019, the State Board voted to Support.*
- LB 120 (Senator Crawford)** -- Require teacher and school staff to receive training on behavioral and mental health  
*Education Committee*  
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*Select File*  
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*Select File*  
*On February 7, 2019, the State Board voted to Oppose.*



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

# Memo

To: Dr. Matthew Blomstedt, Commissioner  
From: Shane Rhian, Budget & Operations Officer  
CC: Commissioner's Superintendent Advisory Group  
Date: 3/13/2019

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Re: Update on Biennial Budget Request

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The Nebraska Department of Education will have its budget hearing in front of the Legislature's Appropriations Committee on Tuesday, March 19. The Committee's preliminary recommendations include increased State General Funds for the following:

- An additional \$347,247 for Department operations, a 1.4% increase. This is for annual cost of living adjustments for staff salaries and anticipated increases in health insurance costs.
- An additional \$52,502,067 for State aid to school districts and educational service units, a 4.4% increase.
  - A \$50,384,643 increase for TEEOSA
  - A \$2,265,266 increase for Special Education School Age Programs
  - Restoration of aid cuts to other programs totaling \$595,866
  - A \$256,292 increase for educational service units.

There were significant requests by the Department that were not included in the preliminary recommendation. These would help increase the capacity of the Department to better coordinate the many different activities of the Nebraska education system and allow the Department to continue to be a Champion for Equity in Education. These requests included the following:

- State Aid
  - An additional \$20,387,393 for Special Education School Age Programs.
  - An additional \$2,405,224 for Vocational Rehabilitation services.
  - An additional \$350,000 for reVision Career & Technical Education strategic planning.
- Operations
  - An additional \$1,700,000 for Statewide Assessment to bring additional services to all Nebraska schools by providing both summative and formative assessments for students so progress can be gauged throughout the school year and not just at the end.
  - An additional \$772,363 for five Education Specialists to build capacity around assisting schools identified as Priority and Needs Improvement. This would greatly expand the efforts around school improvement and allow the Department to assist a significantly greater number of schools and districts.
  - An additional \$483,375 for digital learning equity through Future Ready Nebraska.
  - An additional \$449,032 for increased support for the ADVISER system.
  - An additional \$320,000 to continue the Career Connections system.
  - An additional \$280,790 for better coordination of assistance to school districts in adhering to state and federal requirements for the delivery of high quality education services.
  - An additional \$233,018 for Project Management to support Department efficiency efforts.
  - An additional \$129,303 to focus on multicultural education and activities related to Neb. Rev. Stat. Sec. 79-720.
  - An additional \$117,174 for an Education Specialist to provide technical assistance on coordinated school health.
  - An additional \$100,042 for a Reading Specialist to provide assistance to school districts per the Reading Improvement Act.

The Legislature's Personal Service Limitation on staff salaries continues to limit the Department in building long-term capacity. The Department is forced to rely on contractors for many activities. These short-term investments in contractors, at the expense of building long-term internal expertise and capacity, limits the effectiveness of Department efforts to provide technical assistance to school districts in key areas.

# Nebraska Student-Centered Assessment System (NSCAS)

## *Reporting to Districts Timeline*



## Key Feature – Student Centered

- Adaptive tests:
  - Increases student engagement.
  - Adjusts to meet students at their level.
- Earlier results to schools:
  - Informs instructional decisions.
  - Reinforces NDE's equity commitments.

*Where are we in achieving this goal?*



# Equating

- Process of ensuring results from year-to-year mean the same thing.
- Two Types:
  - **Post-equating (Completed after testing):**
    - Less risk because all the data are available for the process.
  - **Pre-equating (Completed before testing):**
    - Based on statistics from field testing or previous administrations.
    - Riskier because process does not include data from the current administration.

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# Fixed Form to Adaptive

- **Fixed form:**
  - All students take the same test.
  - Items specifically selected.
  - Raw score immediately available (% correct).
- **Adaptive:**
  - Customized test (1 to 23,000 versions).
  - Compared to a fixed form, requires ten (10) times as many items.
  - Raw score is available, but its meaning for student performance is limited.

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## Item Slots on Operational Tests

- **Operational Items:**
  - Count towards a student's score.
- **Field Test Items:**
  - Do not count towards a student's score.
  - Testing the item so that it can be used operationally in the future.
- **Linking Items:**
  - May or may not count towards a student's score.
  - Used for equating and establishing/maintaining vertical scale.

## 2018-2019 Item Slots – Prioritization in Decision Making

- **Stability:**
  - Ensure the vertical scale is working.
- **Long term health of the program:**
  - Item bank that supports students at all levels.
- **Accuracy:**
  - Quality assurance throughout the processes.

## NSCAS General Reporting to Districts Timeline

Deliverables	2017-2018 Reporting Dates (Year 1)	2018-2019 Proposed Reporting Dates (Year 2)	2019-2020 Draft* Reporting Dates (Year 3)
Post Preliminary State and District Data Files (for online tests only)	09/05/18	08/05/19	06/01/20
Post Final State and District Data Files-Used for AQUEST	10/19/18	08/26/19	07/06/20
Post Roster and Individual Student Reports	10/25/18	09/16/19	07/28/20
Post Summary Reports	10/25/18	09/26/19	07/20/20
Matrix Available to Districts	12/03/18	10/15/19	08/26/20

\* Draft dates for 2019-2020 are dependent on stable 2018-2019 test administration.

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## NSCAS General Reporting Dates (Spring 2020 Administration)

- For 2019-2020, working towards a solution to provide a PRELIMINARY score immediately after testing.
  - Business rule clean up for reporting will not have occurred.
- It is possible students could get a preliminary score and have the information suppressed for final reporting.

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## NSCAS Contracts Timeline

- March 2019:
  - Update to T&L Committee
- April 2019:
  - Discussion Item
- May 2019:
  - Action Item



# ACCOUNTABILITY IN NEBRASKA: CLASSIFICATION & DESIGNATION



[www.aquestt.com](http://www.aquestt.com)

[www.education.ne.gov/essa](http://www.education.ne.gov/essa)

[nep.education.ne.gov](http://nep.education.ne.gov)

The Nebraska Department of Education (NDE) seeks to improve all schools. To strategically target resources and champion equity in education, the NDE blends both federal and state supports in its classification and designation system.

## STATE ACCOUNTABILITY

Nebraska statute requires the State Board of Education to create a system of accountability combining multiple indicators of school performance. As such, in 2014, the Nebraska Department of Education, after significant input from stakeholders, developed the **Accountability for a Quality Education System, Today and Tomorrow, or AQuESTT**. AQuESTT represents both an accountability system and a system of support built around six tenets. Law also requires Nebraska to designate at least three priority schools. These priority schools must come from the lowest classification level and receive the greatest support from the NDE.

## FEDERAL ACCOUNTABILITY

The **Every Student Succeeds Act (ESSA)** represents the law guiding the use of federal funding. At its core ESSA focuses on educational equity for all students. The law mandates states to create an accountability system that identifies schools most in need of support and intervention. Federal law requires five major components, or indicators, for state accountability systems. Indicators include academic achievement, academic progress, graduation rate, progress for English Learners, and state-determined "fifth indicators" of school quality or student success.

## SCHOOL AND DISTRICT CLASSIFICATION

The NDE is maintaining the structure and functionality of AQuESTT for classifying schools and districts. All schools and districts will be classified as Excellent, Great, Good, or Needs Improvement. While additional indicators may be added at a later time, the metrics to be used are seen in the table below. Nebraska will include chronic absenteeism, science, and the Evidence-based Analysis (EBA) as the indicators for School Quality or Student Success. Another new indicator is Progress towards English Learner Proficiency.

ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Metric:	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis



## EVIDENCE

English connects with the world of the

## SCHOOL DESIGNATION

Those schools needing support for improvement at the state or federal level can be designated in four ways.

## State Support



**Priority Schools** – Per state statute, at least three schools most in need of support for improvement from the AQuESTT Needs Improvement classification level are named Priority Schools. Intervention will be provided in these schools, along with intensive technical support, coaching, and collaboration among schools, the NDE, consultants, and Educational Service Units.

### Federal Support\*



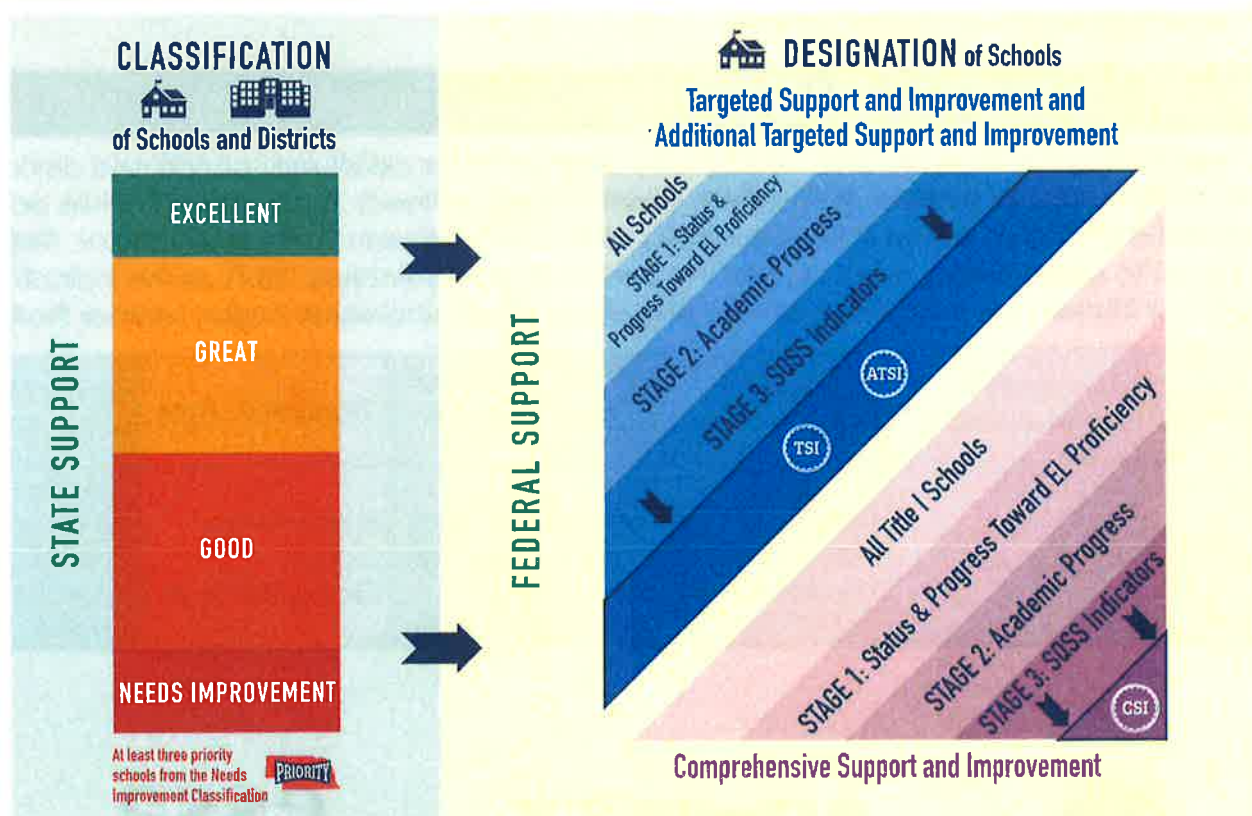
**Comprehensive Support and Improvement (CSI)** – The lowest performing five percent of Title I schools (those schools receiving federal funds due to concentrations of poverty), public high schools with a four-year adjusted cohort graduation rate of 67 percent or below, and/or schools participating in Targeted Support and Improvement that did not improve after three years will be designated as CSI schools.



**Targeted Support and Improvement (TSI)** – Any school with consistently underperforming subgroup(s) or low-performing subgroup(s) over a state-designated period of time will be designated as TSI schools. Subgroups are defined as the 7 major racial/ethnic groups, English learners, students with disabilities, and/or economically disadvantaged students.



**Additional Targeted Support and Improvement (ATSI)** – Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools will be designated as ATSI schools.



*\*Since AQuESTT, by design, does not allow for the ranking of schools, models similar to the one above will be used to designate schools for CSI, TSI, and ATSI. Slight variances exist between TSI and CSI designation.*



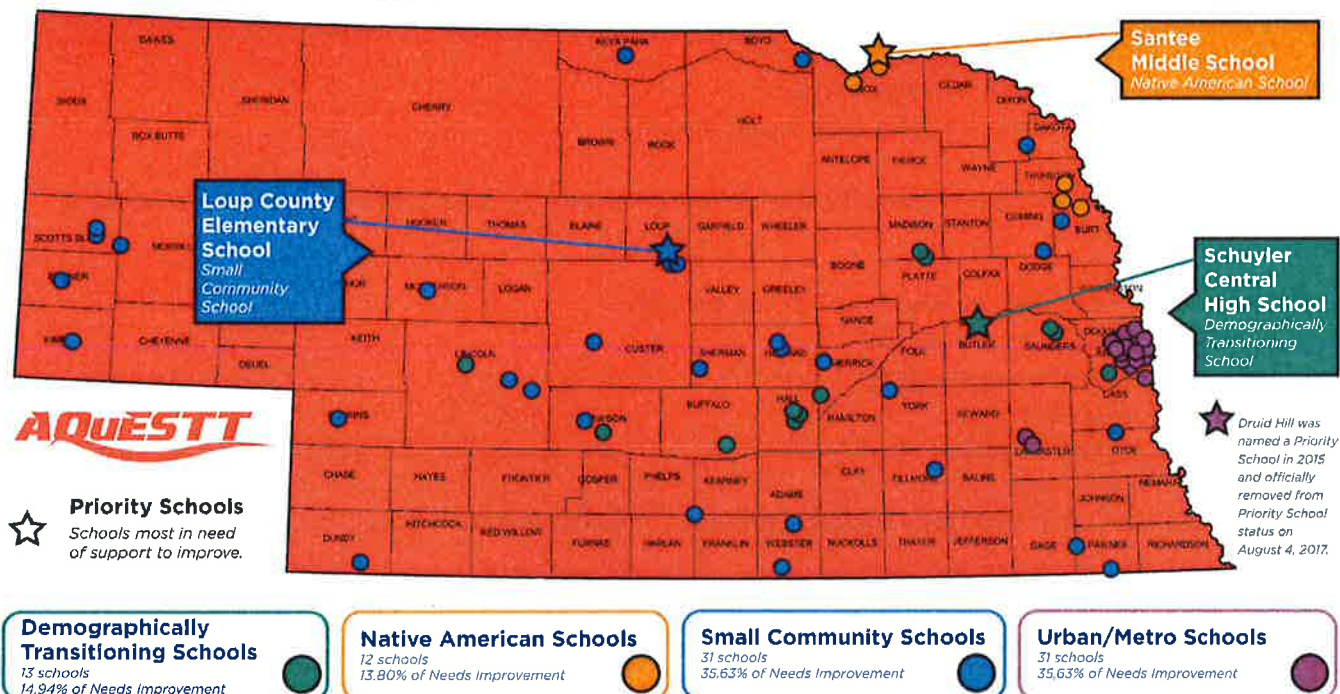
# PRIORITY SCHOOLS



www.aquestt.com

## AQuESTT Needs Improvement Schools

There are 87 schools in Nebraska that are classified as "Needs Improvement" in the AQuESTT Classification System. These schools are further categorized into four theme areas: Demographically Transitioning Schools, Native American Schools, Small Community Schools, and Urban/Metro Schools.



Updated 07/06/2018

## PRIORITY SCHOOLS

### Designation

State law requires the Nebraska Department of Education (NDE) to designate Priority Schools, those most in need of support to improve. In 2015, the NDE conducted a comprehensive study of 87 schools designated in need of support by analyzing:

- Raw Classification Data
- Evidence-based Analysis Responses
- Demographic Characteristics
- School Improvement Plans
- Existing Systems of Support

That list of schools was narrowed to 52 for additional in-depth review that involved teams of NDE subject matter experts. From those reviews, 10 schools were further analyzed by looking at a more detailed report on their Evidence-Based Analysis responses and an expanded profile. Three schools were selected from the list of 10, each reflecting different Nebraska communities that could be supported by state and local communities, NDE staff, Education Service Units, and other state education organizations. The process informs NDE staff so they can expand state assistance to effectively help more schools.



## What Happens After Priority School Designation

For each Priority School, a Support and Intervention Team collaborates with school staff to identify and guide improvement efforts focused on the six tenets of AQuESTT:

- positive partnerships, relationships, and success
- transitions
- educational opportunities and access
- college, career, and civic ready
- assessment
- educator effectiveness

The roles and responsibilities of the Support and Intervention Teams including the school staff are:

- Diagnose key areas of school effectiveness
- Develop a progress plan for improvement
- Monitor and support the progress plan implementation

Each Priority School will develop and annually submit a progress plan for improvement to the State Board of Education for approval.

The content of the Progress Plan for Improvement will include:

- Required actions for improvement
- Measurable indicators of progress
- Strategies for improvement
- Timelines for improvement

The State Board of Education will review the progress plans and determine when a Priority School may exit priority status.

## Expansion of Priority School Investments

In 2018, with the passage of LB 1081, the NDE must now designate no fewer than three Priority Schools. This important statute now allows the NDE to scale up its Priority School activities to more schools.

### About Priority Schools

#### Priority Schools are NOT

- ... the worst schools in Nebraska. On the contrary, we see potential in each site to improve outcomes for students.
- ... failing. We don't believe any schools in Nebraska are "failing." Instead, we see opportunities to improve the school through collaboration.
- ... a state takeover. Our belief is school turnaround and improvement only occur when local entities are most engaged. As a priority school, we collaboratively build a plan for progress with consultants, Educational Service Units, and staff from the NDE.
- ... struggling because of their student population. Every student can learn and every school can improve how they address student learning differences regardless of background, race, economic status, ability, or English language proficiency.

#### Priority Schools ARE

- ... the NDE's priority. We rally our resources and expertise around building school improvement plans with each site.
- ... the schools most in need of support to improve. We see potential in our priority schools and know with the right supports from the NDE and its partners, we can realize improved results for students.
- ... opportunities to learn more about what works for student learning and what doesn't. We believe we can study our work in priority schools and replicate with other schools in the state.
- ... poised to make significant growth if given some additional targeted and specific supports.
- ... composed of leaders and staff that are passionate about student learning and have the desire to improve outcomes for students.
- ... in communities that reflect the values of improving education for their students.



<b>1869 through 1948 .... The Early Years</b>		
<b>DATE</b>	<b>ARTIFACT/ACTIVITY</b>	<b>DESCRIPTION</b>
1869	Legislative Bill introduced to create the office of Superintendent of Public Instruction.	This bill established a system for public instruction for the state of Nebraska and was signed by Governor Butler on February 15, 1869. A Mr. S. D. Beale is recorded as the first Superintendent of Public Instruction in Nebraska.
1884	The University of Nebraska establish a system for accrediting schools	A joint committee of the University and the Department of Public Instruction was formed to develop a plan operation including determining which schools would be accredited as "Major Accredited" and "Minor Accredited" schools.
1896	The Nebraska High School Manual	Published by the Department of Public Instruction with approval from the University of Nebraska, listed accreditation and approval standards. The University accredited schools and Department of Public Instruction approved schools.
1896	Nebraska became a member of the North Central Association	In 1901, the Association set out to develop a plan of inspection and accreditation of the high schools in ten states. By 1904, 156 high schools were accredited by NCA.
1907	Normal Training Law was passed by the State Legislature	Permitted the local high schools to give instruction in the training of teachers for the rural elementary schools of the state.
1918	Twenty-Fifth Biennial Report	Accredited high schools were assigned different levels of accreditation: Groups A, B, C, and Junior Accredited schools
1926	Department changed classification of high schools	<ul style="list-style-type: none"> <li>• Approved High Schools</li> <li>• Minor Accredited High Schools</li> <li>• Accredited High Schools, and</li> <li>• North Central Association (NCA) Accredited High Schools</li> </ul>
1940	High School Manual	Department took over the responsibility for the issuing of the manual from the University of Nebraska.
<b>1949 through 1974 ..... The Development Years</b>		
1949	State Legislation	Enacted legislation stating the Superintendent of Public Instruction would establish new procedures for accrediting elementary and high school districts, separate elementary districts, and junior colleges.
4/1/1949	During the 1949 legislature session, School Law 79-1247.02 was passed and became effective with the 1950-51 school year.	<ul style="list-style-type: none"> <li>• The establishment of a procedure for accrediting the elementary and secondary schools of Nebraska, both public and private.</li> <li>• The Commissioner is authorized to appoint an accreditation committee which shall be representative of the educational institutions and agencies of the state and shall include the director of admissions of the University of Nebraska.</li> </ul>
1951	Approval and Accreditation Manual	Rural schools and separate elementary schools were classified as "A," "AA," or "AAA" districts depending upon the level at which the Department judged them to be operating.
1952	Approval and Accreditation Manual	"AAA" label was discontinued and the standards for "A" and "AA" schools were raised.
11/1952	Constitutional amendment to establish a State Department of Education and a Commissioner of Education	Became operative in January 1955. Under the new structure, it was intended that the state Board of Education shall be the policy forming, planning, and evaluative body. The Commissioner was to be the executive office of the Board of

## HISTORY OF NEBRASKA APPROVAL AND ACCREDITATION OF SCHOOLS

		Education, as well as the administrative head of the professional technical and clerical staff of the State Department of Education.
3/10/1967	Rules and Regulations for the Accreditation of Public and Non-Public School Systems	All Nebraska school districts or systems which are classified as approved and which are not on notice for violations of the Rules and Regulations that follow will be classified as accredited school systems.
7/1/1971	Rules and Regulations for the Accreditation of Public and Non-Public School Systems (revised)	All Nebraska school districts or systems which are classified as approved and which are not on notice for violations of the Rules and Regulations that follow will be classified as accredited school systems.
12/21/1971	Proposed Rule 11 (not approved)	Rules and Regulations for the accreditation of Public and Non-Public School Systems
12/10/1971	AA Classification Guidelines for Public and Non-Public School Systems	The school system seeking AA classification does so on a voluntary basis. These Guidelines are in no way requirements for classification for approval or accreditation status as determined by the State Board of Education
<b>1975 to the Present ..... Regulations and Procedures</b>		
8/1/1975	Rule 14	Regulations and Procedures for Approving the Continued Legal Operation of All Schools and the Opening of New Schools
5/7/1976	Rule 14 (revised)	
7/4/1976	Rule 14 (revised)	
8/1/1977	Rule 11 (First Draft)	Not approved by the State Board of Education
4/11/1979	Rule 11 (approved original)	Regulations and Procedures for the Accreditation of Public and Non-Public Schools
4/14/1979	Rule 15 (revised)	Merged Rule 11 into Rule 15
7/1/1979	Rule 11 (revised)	
2/14/1983	<b>Rule 15 (Formerly Rule 11)</b>	Regulations and Procedures for the Accreditation of Public and Nonpublic Schools (Draft forwarded to the Governor for signature for accreditation of schools)
2/14/1983	Rule 14 (revised)	
6/14/1983	Rule 14 (revised)	
1/30/1985	Rule 15 (revised)	
2/5/1985	Rule 15 (revised)	
2/5/1985*	Rule 15 (revised)	*Sections 005.01B8, 005.01C and 005.01D effective 3/26/85
2/5/1985	Rule 14 (revised)	
6/28/1986	Rule 14 (revised)	Regulations and Procedures for Approving the Continued Legal Operation of All Schools and the Opening of New Schools
4/5/1987	Rule 15 (revised)	
4/9/1989	Repeal Rule 14 and Rule 15 and adopted Rule 10	The State Board of Education actions
9/30/1989	<b>Rule 10 (approved original)</b>	<u>Accreditation of School Systems</u> . School systems will be classified as accredited if they meet all of the requirements of this chapter. <u>Approval of School Systems</u> . School systems will be classified as approved if they meet all of the requirements of this chapter, except for requirements that are specifically identified as applicable only to accredited school systems. All public, private, and parochial school systems in Nebraska

## HISTORY OF NEBRASKA APPROVAL AND ACCREDITATION OF SCHOOLS

		that provide elementary or secondary instruction to children of compulsory attendance age are required to be approved under the provisions of this chapter, unless they are exempt under the provisions of Rule 13. Accredited school systems are also considered to be approved for legal operation for purposes of state law.
12/24/1990	Rule 10 (revised)	
11/5/1991	Rule 10 (revised)	
11/17/1993	Rule 10 (revised)	
1/14/1996	Rule 14 (original New)	Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools
1/14/1996	Rule 10 (revised)	<u>Accreditation of School Systems.</u> All public school districts in Nebraska that provide elementary or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of this Chapter. Accredited school systems are also considered to be approved for legal operation for purposes of state law. Approved private or parochial schools are eligible to apply for and maintain accreditation under the provisions of this Chapter.
10/26/1996	Rule 10 (revised)	
1999	Rules 1-4	Nebraska Content Standards adopted
8/2/2000	Rule 10 (revised)	Teacher Evaluation and Multicultural Education included in Rule 10
3/10/2002	Rules 1,2,3, and 4 repealed	Individual Rules outlining Math, Reading and Writing, Science, and Social Studies Standards are repealed
3/10/2002	Rule 10 (revised)	Math, Reading and Writing, Science, and Social Studies Standards included in Rule 10
6/26/2002	Rule 10 (revised)	
1/4/2003	Rule 10 (revised)	
9/13/2003	Rule 10 (revised)	
10/4/2004	Rule 10 (revised)	
6/24/2007	Rule 10 (revised)	
7/7/2009	Rule 10 (revised)	
1/19/2010	Rule 10 (revised)	
5/17/2010	Rule 10 (revised)	
7/28/2012	Rule 14 (revised)	Current Rule 14-Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools
7/29/2012	Rule 10 (revised)	
9/15/2012	Rule 10 (revised)	
8/1/2015	Rule 10 (revised)	Current Rule 10-Regulations and Procedures for the Accreditation of Schools
<b>Rule Development Support Information</b>		
3/1/1949	Suggested Program of Studies for Nebraska High Schools (revised)	State of Nebraska, Department of Public Instruction, prepared under the direction of Floyd A. Miller, Supervisor of Secondary Education
1965	Minimum Rules and Regulations for the Approval of Public School Districts for the Collection of Free High School Tuition and Exemption from the Free High School Tuition Tax Levy	Approved by the State Board of Education, Floyd A. Miller, Commissioner. Effective June 8, 1965

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8/1/1983	The Structure of Education In Nebraska	An article written by Merlin Menagh, Director, and Sharon Meyer, Consultant In Approval and Accreditation, State Department of Education
1/26/1984	Governor's Christian School Issue Panel report	The Governor's Christian School Issue Panel was created and charged to "examine and report on public policy questions surrounding the Christian School Issue In Nebraska."
12/12/1986	Memo to State Board of Education from Joe Lutjeharms, Commissioner	<ul style="list-style-type: none"> <li>• Report on schools not complying with mandatory requirements of Rule 14:</li> <li>• Schools that continue to employ non-certificated teachers</li> <li>• Schools that have failed to comply with the regulation that by July 1, 1986, each elementary school shall have a lavatory, drinking fountain, restroom, and toilet located inside the school building. May use a travel trailers or motor homes water system and toilet.</li> </ul>
7/27/1988	Components of Nebraska School Accountability System (Proposed)	State Level Performance Report (Accountability) - School Accreditation (Local Improvement Process - Educational Assessment (State Data Collection)
1/4/2000	Suggestions for Including Teacher Evaluation (Rule 34) in Rule 10	
1/4/2000	Suggestions for Including Multicultural Education (Rule 16) in Rule 10	
4/19/2000	Multicultural Education follow-up letter from Doug Christensen, Commissioner	<p>Letter addressing a State Board question that asked if the phrase "European Americans" could be included in the multicultural education section.</p> <p>Original draft did not fully quote the existing statute 79-719 by not including "but is not limited to" in the Rule language</p>